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ABSTRACT

This Virginia framework for music instruction in kindergarten through 12th grade established objectives designed to develop concepts and skills, to encourage positive attitudes toward music as an art form, and to value music's role in daily life. The objectives are organized by grades and by choral and instrumental music experience. Sequential levels allow thorough understanding of the common elements of music: (1) rhythm; (2) pitch; (3) quality; and (4) structure. The objectives emphasize growth in the musical skills that relate to the various roles of musician as performer, creator, interpreter, and critic. The standards of the learning program deal with results of instruction at each grade level rather than methods of instruction. Musical skills or concepts flow from an introduction in one grade, to development in the next grade, to measurable attainment in the following grade, and to a restatement of the skill or concept at higher levels where assessment can be devised. A study of objectives by the teacher should focus on common strands in the levels and address the issues of continuity and order of instructional priorities. (CK)

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Standards of Learning Objectives

for Virginia Public Schools

Commonwealth of Virginia
Department of Education
Richmond, Va. 23216

September 1983

SO 023 821

MUSIC

BEST COPY AVAILABLE

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MESSAGE FROM THE SUPERINTENDENT OF PUBLIC INSTRUCTION

I would like to introduce you to the Standards of Learning Program. The program establishes a framework for instruction in the public schools. It includes objectives which will help students acquire the knowledge, skills, and attitudes believed necessary for further education and employment.

The basis for the Standards of Learning Program is an objective adopted by the Board of Education in June 1981. The objective reads as follows:

> Basic skills and knowledge to be expected of students at each developmental level will be identified and published for kindergarten through grade 12. Objectives for language arts and mathematics will be completed by September 1982 and objectives for other subject areas and vocational education will be completed by September 1984 for grades K-12. Assessment instruments for use in teaching and remediation will be made available to those school divisions which do not have such instruments of their own.

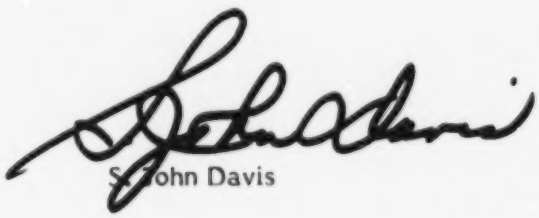
In addition to the benefits for students and teachers, the program will provide parents and other citizens with a better understanding of what students are expected to learn. With this understanding, all of us will be able to work together to help students achieve the objectives.

Standards of Learning Objectives in Language Arts, Mathematics, Social Studies, Science, Health, Foreign Languages, Physical Education, Art and Music have been developed over a three-year period with the aid of thousands of teachers, supervisors, administrators, teacher educators, and representatives of professional organizations and lay groups. I express sincere appreciation to the many individuals throughout the state who assisted in writing, reviewing and refining the objectives.

The Standards of Learning Program is designed to identify what students are expected to accomplish, provide a method for determining what has been learned, and encourage teachers to give additional instruction when needed. It is not intended to reduce the total school program to a single list of objectives or to replace the curriculum that a school division already may have developed for its students. The staff in school divisions which already have such programs will need to examine them to ensure that the Standards of Learning Objectives are included.

During the 1983-84 school year, department personnel will work with you to help you become familiar with the objectives and how they may be used for planning instruction. It is anticipated that the Fine Arts objectives will be used beginning in the fall of 1984.

I am excited about the program and confident that it will be a success if we continue to work together.



S. John Davis

COMMITTEE PARTICIPANTS

Music
1982, 1983

NAME	POSITION	COUNTY/CITY/TOWN
Denise Adkins	Music Teacher	Chesterfield County
Lynn Arrizzi	Music Supervisor	Fairfax County
Coleen Bane	Music Teacher	Montgomery County
Joyce Bassette*	Music Teacher	New Kent County
Barbara Baynham	Music Teacher	Richmond City
Paige Beale	Music Teacher	Hampton City
Lenora Bell	Music Teacher	Rockingham County
Patricia Brown	Music Teacher	Prince William County
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Wilda Campbell	Classroom Teacher	Bristol City
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John Davye	College, Choral	Old Dominion University
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Kaye Reams	Music Teacher	Frederick County
James Reeves	College, Instrumental	Norfolk State University
William Reinecke	Music Teacher	Henry County
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NAME	POSITION	COUNTY/CITY/TOWN
Daniel Schoemmel	Music Teacher	Frederick County
Jean Shackelford	Music Supervisor	Portsmouth City
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*VEA (Virginia Education Association Representative)

Introduction

The Standards of Learning Objectives identify a scope and sequence for music instruction in grades K-12. They are designed to develop concepts and skills, to encourage positive attitudes toward music as an art form, and to value its role in daily living.

The objectives are organized to provide sequential levels involving in-depth understanding of the common elements of music: rhythm, pitch, quality, and structure. Emphasis is also on growth in musical skills related to the various roles of musician: performer, creator, interpreter, and critic.

The Standards of Learning Program deals with results of instruction at each grade level rather than with methods of instruction. An objective listed in grade 4, for example, may involve a skill or concept which is introduced in grade 2 and developed in grade 3, but which does not reach a readily measurable level of attainment for most students until grade 4. Some musical concepts or skills are restated at higher levels where assessment can be devised. Teachers will find it helpful to study the objectives by common strands in order to achieve a flow of continuity and to set an order of instructional priorities.

The Standards of Learning music objectives were developed by music teachers, music supervisors, and college music education instructors. Classroom teachers were also involved in devising the elementary objectives. All participants were aware of the diversity of music programs within the State and the problems which exist. We believe that the goals for music education in Virginia have been realistically addressed and that these objectives will make a positive contribution toward student achievement.

MUSIC
STANDARDS OF LEARNING
ELEMENTARY

OPENING STATEMENT

The primary purpose of music education is to develop an awareness that music is a vital part of everyone's daily life. The objectives are designed in a sequential manner for exploration, cultural and aesthetic enrichment, and personal satisfaction through meaningful experiences and performances.

A music program should be designed so that the student will:

1. Develop an appreciation for musical beauty and a joy of living.
2. Provide a demanding and rewarding disciplinary experience.
3. Gain a feeling of accomplishment and satisfaction through personal effort.
4. Experience a spirit of cooperation through group participation.
5. Provide an outlet for emotional release and an opportunity for creative expression.
6. Discover and nurture true musical talent.
7. Make wiser use of leisure time through participation in the recreative art of musical performance.

MUSIC
STANDARDS OF LEARNING
KINDERGARTEN

K.1 **The student will demonstrate the difference between a singing and a speaking voice.**

K.2 **The student will sing, move to music, and play simple instruments.**
Descriptive Statement: This involves participation in both group and individual actions. Emphasis is on development of a positive attitude toward music and one's self.

K.3 **The student will demonstrate the steady beat.**
Descriptive Statement: The focus is on matching the beat as a member of a group, using movement, vocal-body sounds, and instruments.

K.4 **The student will imitate (echo) simple two pitch patterns sung or played by the teacher.**
Descriptive Statement: The focus is on matching the downward movement (not necessarily the exact pitch) of the common minor third interval (sol mi) frequently used by children at play. This pitch interval is associated with the "Yoo hoo call" and should be set within the child's comfortable singing range. Presentations may include recordings, singing, or melodic classroom instruments.

K.5 **The student will match body movement to continuing rhythm patterns.**
Descriptive Statement: This will include slow-even (walking), fast-even (running), and fast-uneven (galloping).

K.6 **The student will start to sing, play, or move at the appropriate time following the musical introduction of a familiar song.**
Descriptive Statement: The focus is on recognition of musical introductions and anticipation of their end (musical cadence).

K.7 **The student will demonstrate that music can move fast or slow.**
Descriptive Statement: Speed of the beat (tempo) may be demonstrated by chanting, playing instruments, moving, and singing.

K.8 **The student will imitate (echo) simple rhythm patterns.**
Descriptive Statement: Examples should include sounds and silences in patterns clapped or played by the teacher.

K.9 **The student will demonstrate loud and soft levels of sound.**
Descriptive Statement: The intensity of musical sound (dynamics) may be demonstrated by singing, playing instruments, or moving.

K.10 **The student will distinguish between vocal and instrumental music.**
Descriptive Statement: Examples should include entirely vocal or entirely instrumental compositions.

K.11 **The student will identify classroom instruments by sight and sound.**
Descriptive Statement: This should include: drum, sticks, tambourine, triangle, cow bell, jingle bells, wood blocks, and sand blocks.

K.12 **The student will distinquish between a march and a lullaby.**
Descriptive Statement: Identification may be made by an appropriate physical response to examples of these contrasting styles.

K.13 **The student will create rhythmic movement to music.**
Descriptive Statement: Emphasis will be on concepts of space and direction such as up, down, forward, backward, left, right, or staying in place.

MUSIC
STANDARDS OF LEARNING
GRADE ONE

1.1 **The student will vocally match pitches sung or played.**
Descriptive Statement: Emphasis is on extending pitch matching ability to patterns of three tones (sol, mi, la) within the child's comfortable range.

1.2 **The student will identify high sounds and low sounds.**
Descriptive Statement: This will include vocal, instrumental, and environmental sounds of extreme contrast.

1.3 **The student will recognize when music changes from one section to a contrasting section.**
Descriptive Statement: Recognition will be demonstrated by changes in movement or manner of playing instruments in response to changes heard in the music. Changes in the music may relate to speed of the beat (tempo), or intensity of musical sound (dynamics).

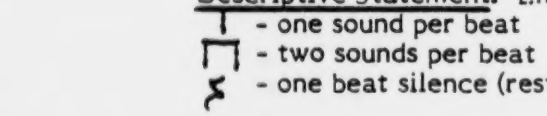
1.4 **The student will play simple accompaniments on melodic percussion instruments to accompany group singing.**
Descriptive Statement: Accompaniments will consist of repeated pitches on octaves or fifths (drone) on instruments such as resonator bells or xylophone.

1.5 **The student will demonstrate rhythmic patterns which contain strong (accented) and weak (unaccented) beats.**
Descriptive Statement: Emphasis will be on physical response which demonstrates recognition of which beats are strong and which are weak.

1.6 **The student will respond to sudden changes of the speed of the beat (tempo) within a musical composition.**
Descriptive Statement: Tempo changes may be demonstrated by chanting, playing instruments, moving, singing, or verbal response.

1.7 **The student will demonstrate gradual changes in the intensity of musical sound (dynamics).**
Descriptive Statement: Emphasis will be on illustrating dynamics through physical movement and on getting louder or softer while singing or playing instruments.

1.8 **The student will perform rhythm patterns from stick or line notation (iconic notation).**
Descriptive Statement: Emphasis will be on group response in using:



1.9 **The student will perform simple line and circle dances.**

1.10 **The student will move in a creative manner in response to music, poetry, and short stories.**
Descriptive Statement: The physical response may include use of large and small body parts.

1.11 **The student will demonstrate contrasting moods expressed by music.**
Descriptive Statement: The emphasis is on happy-sad-quiet-excited.

1.12 **The student will identify the piano, autoharp, maracas, resonator bells, and guitar by sight and sound.**

1.13 **The student will distinguish between unaccompanied and accompanied vocal music.**
Descriptive Statement: Emphasis is on the presence or absence of instrumental accompaniment (an aspect of texture).

1.14 **The student will distinguish among the singing voices of men, women, and children.**
Descriptive Statement: Emphasis is on identifying differences in vocal quality (timbre).

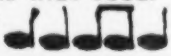
1.15 **The student will clap the rhythm of the words (melodic rhythm) to simple songs or nursery rhymes.**

MUSIC
STANDARDS OF LEARNING
GRADE TWO

2.1 **The student will sing simple melodies in tune.**
Descriptive Statement: Songs, or short melodic patterns with a range not exceeding a sixth are appropriate. Emphasis is on using the singing voice within the comfortable range of the student.

2.2 **The student will identify notated melodic patterns which move upward, downward, or remain the same.**
Descriptive Statement: Identification will be shown by body movement, by playing a melodic percussion instrument, or by verbal response.

2.3 **The student will perform, with a steady beat, simple rhythmic patterns from traditional notation.**
Descriptive Statement: The focus is on one quarter and two eighth notes per beat in patterns of not more than two measures.

2.4 **The student will play simple repeated patterns (ostinati) in instrumental ensembles.**
Descriptive Statement: Emphasis will be on two patterns that occur simultaneously. (Example: drum , triangle 

2.5 **The student will read simple lyrics which have some words divided into syllables.**
Descriptive Statement: Emphasis is on relating the divided words to the musical rhythm of the song.

2.6 **The student will recognize the beginning and ending of phrases within a musical selection.**
Descriptive Statement: Phrase lengths should be demonstrated by physical movement.

2.7 **The student will identify like and unlike melodic phrases.**
Descriptive Statement: Emphasis will be on aural identification.

2.8 **The student will identify two simple contrasting parts of a musical composition. (Two part form)**
Descriptive Statement: Identification may be by movement, verbal or symbolic response (O □, A B).

2.9 **The student will identify and respond to gradual changes in tempo.**
Descriptive Statement: Response may be verbal, playing instruments or through movement.

2.10 **The student will identify violin, flute, trumpet, and bass drum by sight and sound.**

2.11 **The student will play single chord songs on the autoharp to accompany group singing.**
Descriptive Statement: Emphasis is on providing sufficient repetition for each child to have experiences with an autoharp.

2.12 **The student will create activities to enhance songs, short stories, and poems.**
Descriptive Statement: Activities may include creating new verses to songs, simple rhythmic accompaniments or movement.

2.13 **The student will read from verse to verse from a printed text.**
Descriptive Statement: Focus will be on following or reading when more than one verse is written under a musical staff.

MUSIC
STANDARDS OF LEARNING
GRADE THREE

3.1 **The student will sing in tune and with good tone quality, melodies within the range of an octave.**
Descriptive Statement: Emphasis is on expanding the singing range from six scale steps to an octave.

3.2 **The student will perform in a two part musical ensemble.**
Descriptive Statement: This may include singing partner songs and singing or paying a melody accompanied by repeated patterns (ostinato).

3.3 **The student will improvise on melody and rhythm instruments.**
Descriptive Statement: This may include creating five tone melodies (pentatonic) and simple repeated rhythmic patterns (ostaniti).

3.4 **The student will perform simple rhythmic patterns from traditional notation.**
Descriptive Statement: The patterns may include combinations of half and quarter notes, eighth notes in pairs, and quarter rests.

3.5 **The student will identify the seven letters used for the musical alphabet (A B C D E F G).**
Descriptive Statement: Emphasis is on associating alphabetical sequence (A B C D E F G A B C etc.) with ascending pitch movement and reverse sequence (G F E D C B A G F E D C B A etc.) with decending pitches.

3.6 **The student will demonstrate the melodic shape (contour) of a musical phrase.**
Descriptive Statement: Response may be verbal or physical to show awareness that pitch levels go up, down or remain the same within a melodic phrase.

3.7 **The student will identify and perform sets of beats grouped in 2 (strong-weak) and sets grouped in 3 (strong-weak-weak).**
Descriptive Statement: Emphasis is on relating strong-weak pulses to dupal meter ($\frac{2}{4}$ $\frac{2}{2}$) and strong-weak-weak pulses to triple meter ($\frac{3}{4}$ $\frac{3}{2}$).

3.8 **The student will recognize and perform simple compositions in which a theme returns after a digression (three part form).**
Descriptive Statement: Emphasis is on identification of three part form. (ABA)

3.9 **The student will identify the four orchestral families (strings, woodwinds, brass, and percussion) from aural and visual examples.**

3.10 **The student will perform musical compositions which use repeat signs** (||: :||) **and fermata** ( ).
Descriptive Statement: Emphasis is on understanding the directions indicated by musical signs frequently encountered in music.

3.11 **The student will perform musical compositions in which symbols indicating soft (p-piano) and loud (f-forte) are observed and follwed.**
Descriptive Statement: Emphasis is on understanding the directions indicated by musical symbols frequently encountered in music.

3.12 **The student will sing and listen to music from non-western as well as a variety of western cultures.**
Descriptive Statement: Emphasis is on experiencing music from other countries and cultures.

MUSIC
STANDARDS OF LEARNING
GRADE FOUR

4.1 **The student will recognize music as an important part of life.**
Descriptive Statement: Emphasis is on observable enjoyment of success in classroom musical activities and on the selection of music for free time activities.

4.2 **The student will perform and notate rhythm patterns of increased complexity.**
Descriptive Statement: Patterns will include whole, half, quarter, eighth notes in pairs and whole, half, and quarter rests.

4.3 **The student will perform movements to simple folk dances.**
Descriptive Statement: Emphasis will be placed on line, circle and partner dances.

4.4 **The student will play I, V (or V_7) chords to accompany a two chord melody .**
Descriptive Statement: Simple classroom instruments such as autoharp or resonator bells may be assigned to an individual or groups of students to accompany singing.

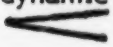
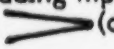
4.5 **The student will sing in a group performing songs in simple harmony.**
Descriptive Statement: The focus is on group singing of two-part rounds, melodies with counter melodies or descants, and melodies accompanied by more than one ostinato.

4.6 **The student will identify orchestral instruments from aural and visual examples.**
Descriptive Statement: These instruments will include violin, string bass, flute, clarinet, bassoon, trumpet, French horn, snare drum, bass drum, harp.

4.7 **The student will distinguish among short melodic patterns which consist principally of one of the following: a series of repeated tones, scale wise tones (steps), or tones which move by leaps (skips).**
Descriptive Statement: Emphasis is on aural identification.

4.8 **The student will distinguish between major and minor tonality.**
Descriptive Statement: Emphasis is on aural recognition of the distinctive sound that differentiates music in the minor mode from music in the major mode.

4.9 **The student will recognize beat patterns (meter) of 2, 3, or 4 beats per measure.**
Descriptive Statement: This will include choosing note values to construct measures, placing bar lines to show grouping of notes, or stressing accent through movement or through singing and playing.

4.10 **The student will identify dynamic markings and interpret them in performance.**
Descriptive Statement: The focus is on developing a vocabulary of dynamic symbols including mp (mezzo piano), mf (mezzo forte)  (crescendo),  (decrescendo), and (accent).

4.11 **The student will read short scale-wise melodic patterns written on the treble staff in finding pitches on a simple classroom instrument.**
Descriptive Statement: Emphasis is on successive pitch recognition when the first pitch is provided.

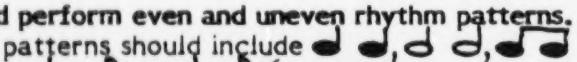
4.12 **The student will identify career opportunities available to musical performers.**
Descriptive Statement: This includes professional vocalist, instrumentalist, and accompanist.

MUSIC
STANDARDS OF LEARNING
GRADE FIVE

5.1 **The student will use music to communicate feelings.**
Descriptive Statement: This includes creative composition to express personal feelings and individual interpretation in performances of selected compositions. Media can include voice, instruments and physical movement.

5.2 **The student will play I, IV, V (or V^7) chords to accompany three chord melodies.**
Descriptive Statement: Simple classroom instruments such as autoharps or resonator bells may be assigned to an individual or group of students to accompany singing.

5.3 **The student will perform simple melodic patterns from notation written on the treble staff.**
Descriptive Statement: Performance may include singing, playing and moving. The notation will include patterns created by the student or provided by the teacher.

5.4 **The student will recognize and perform even and uneven rhythm patterns.**
Descriptive Statement: Even patterns should include 
Uneven patterns should include and ($\frac{6}{8}$ meter).

5.5 **The student will recognize and perform beat groupings (meter) involving 2, 3, 4, 5, and 6 beats per measure.**
Descriptive Statement: This includes the simple groupings of 2, 3, or 4 beats; compound grouping of 6 beats and irregular grouping such as 5 beats.

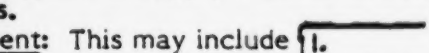
5.6 **The student will identify the bottom number or note of the meter signature as determining the kind of a note that gets one beat.**
Descriptive Statement: Half, quarter and eighth notes may be used as the beat value.

5.7 **The student will demonstrate beginning choral behaviors and skills in group singing.**
Descriptive Statement: This includes appropriate posture, part singing, ensemble tone quality and intonation, communication between conductor and singer, and use and care of materials.

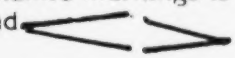
5.8 **The student will participate in group singing involving additional forms of simple harmony.**
Descriptive Statement: The focus is on three and four-part rounds and on two-part harmony at cadences and song endings.

5.9 **The student will recognize musical compositions containing three contrasting sections.**
Descriptive Statement: The focus is on awareness of musical form such as ABC or ABAC.

5.10 **The student will identify instruments of the orchestra by sight and sound.**
Descriptive Statement: Identification should focus on cello, oboe, trombone, tuba, timpani and xylophone in addition to those listed in 4.6.

5.11 **The student will recognize and apply musical directives as found in classroom materials.**
Descriptive Statement: This may include 

(first and second endings), D.C. al fine (repeat from the beginning until the word fine appears), and indications of style or tempo.

5.12 **The student will interpret traditional dynamic symbols indicating musical volume.**
Descriptive Statement: The student's vocabulary of dynamic markings is expanded to include: ff (fortissimo), pp (pianissimo), and  (crescendo-diminuendo).

5.13 **The student will place musical examples into broad categories of style.**
Descriptive Statement: Categories may include classical, ethnic, and rock musical styles.

MUSIC
STANDARDS OF LEARNING
GENERAL MUSIC

OPENING STATEMENT

Through a variety of activities, the student will experience success, growth in musicianship, and expanded aesthetic awareness. Since the content is concept-oriented rather than skill-oriented, performance should be informal in nature. Although a variety of teaching schedules exist, all of the stated objectives are essential for a comprehensive, sequential music education. The desired outcomes of personal and social development include: cooperation, responsibility, enjoyment, discipline, an improved self-concept, and continued involvement with music as discerning adults.

MUSIC
STANDARDS OF LEARNING
GRADE SIX

General Music

6.1 **The student will describe performances, live or recorded, using musical terminology.**
Descriptive Statement: Emphasis is on use of a vocabulary of musical terms.

6.2 **The student will identify ways in which individuals use music for personal enjoyment (avocation).**
Descriptive Statement: This includes recognizing that collecting records and tapes, attending concerts, performing in choruses and combos, etc. are hobbies.

6.3 **The student will discuss how a composer communicates emotions by manipulating elements of music.**
Descriptive Statement: Timbre, tempo, rhythm dynamics, form, melody, and harmony are elements commonly used and should be examined in selected compositions.

6.4 **The student will discuss basic interralationships between music and visual art, theatre, and dance.**
Descriptive Statement: This shall include comparing and contrasting the elements the arts have in common (color/timbre, rhythm, form, texture, line/melody).

6.5 **The student will identify ways in which music reflects the various cultures within historical periods.**
Descriptive Statement: Emphasis is on world civilization and stresses the impact of the social, political, economic, technological, and religious climates.

6.6 **The student will participate in movement activities which interpret a variety of musical styles, periods, and forms.**
Descriptive Statement: Rhythmic response may be determined by the teacher, student, or both and include such activities as bending, swaying, snapping, clapping, etc; aerobic movements; or free movement. Musical styles may include Jazz, Impressionism, Classic or Baroque. Musical forms should include ABA, rondo, simple fugue or canon.

6.7 **The student will evaluate the effectiveness of a variety of musical events.**
Descriptive Statement: Musical events may include live performances, television, radio, and recordings. Teacher guidelines will be provided (i.e., tone quality, phrasing, expressiveness, etc).

6.8 **The student will perform melodies, harmony parts, and rhythmic accompaniments from musical notation.**
Descriptive Statement: Performance may be vocal or instrumental. Music used should consist primarily of repeated pitches, stepwise movement, and intervals of a third, fourth, and octave. Rhythmic patterns should include simple syncopation ( ). Musical directives should be expanded to include D.S. and coda. Repertoire should include singing four-part rounds, songs with countermelodies and descants, and songs with simple two-part harmony throughout.

6.9 **The student will identify the physical changes in the adolescent voice.**
Descriptive Statement: Focus is on the differences between unchanged and changed voices, male and female adolescent changing voices, and understanding that voice change is a normal part of the growth process.

6.10 **The student will identify soprano, alto, tenor, and bass voices.**
Descriptive Statement: This includes listening to adult, male and female voices in solo and ensemble and comparing vocal quality (timbre).

6.11 **The student will improvise within a framework specified by the teacher.**
Descriptive Statement: Improvisation may be vocal or with classroom instruments. The framework may include a short melodic or rhythmic pattern, the pentatonic scale, 12-bar blues, and natural sounds discovered by the students.

Music
Standards of Learning
Grade Seven

General Music

7.1 **The student will analyze selected musical compositions by identifying the manner in which various musical elements contribute to the organization of the material.**
Descriptive Statement: Musical analysis may be achieved by concentrating on one aspect of music at a time; i.e., melody, harmony, rhythm, texture, and form (common elements).

7.2 **The student will identify non-traditional sound sources and describe the effect achieved by their use.**
Descriptive Statement: This may include the synthesizer, the computer, and environmental sounds.

7.3 **The student will identify relationships between music and other disciplines.**
Descriptive Statement: Focus is on Virginia history, mathematics, science, and literature (Haiku, musicals).

7.4 **The student will identify the unique characteristics of music and their relationship to the historical period in which a composition was composed.**
Descriptive Statement: Emphasis is on the use of music in society, the role of the composer, the limitations and development of musical instruments, and the influence of the social conditions of the time. Listening examples from the Baroque, Classical, Romantic, and Twentieth Century may be included.

7.5 **The student will demonstrate music reading skills to include bass clef, varied pitch intervals, and meters.**
Descriptive Statement: This includes use of wider scale intervals (5th and 6th) altered pitch (accidentals approached scale wise), and cut time (𝄵). Performance may include singing and playing of instuments.

7.6 **The student will use the changing voice within appropriate range restriction, to sing in tune, with pleasing tone quality, and expression appropriate to the repertoire.**
Descriptive Statement: Emphasis is on continued use and gaining control of the adolescent changing voice.

7.7 **The student will create and notate simple compositions using symbolic (iconic) or traditional notation.**
Descriptive Statement: Emphasis is on writing music originated by the student through non-traditional symbols (| , ∩ , △ , □ , ○) or musical symbols (𝅗𝅥 , 𝅝 , ♫). Simple forms (ABA, ostinato) simple chordal progressions (I, IV, V_7), C major or pentatonic scales may be used.

7.8 **The student will identify career opportunities in music.**
Descriptive Statement: This includes knowledge of educational requirements for careers in performance, education, religion, and the music industry.

7.9 **The student will participate in singing easy three-part harmony.**
Descriptive Statement: The parts will include soprano, alto and the boys changing voice (cambiata).

MUSIC
STANDARDS OF LEARNING
CHORAL

OPENING STATEMENT

The unique qualities of music make it the most desirable and effective medium for aesthetic education. Its universal appeal elicits cross-cultural response and provides human beings meaning and satisfaction through formal interaction. Subsequently, an appreciation and understanding of music and its role in everyday life make it an invaluable component of human growth and development.

It is unique among the arts in that it lends itself to group participation. Thus it assumes the major responsibility of aesthetic education's place in the curriculum. As a chief component of aesthetic education music justifies its inclusion in general education. Concomitant with the current trend toward an emphasis on the intellectual, material, and technological, there exists an urgent necessity for disciplines (music and other fine arts) which stress spiritual and human values so essential to a higher quality of life.

Descriptive statements are meant to provide direction and clarification rather than total explanation. Moreover, these objectives and their descriptive statements should not be interpreted as a curriculum guide, but serve as a model to which each choral program should be directed.

The Standards of Learning Objectives for choral music are derived from four educational goals:

1. To develop skills leading to expressive musical performance.
2. To acquire a functional knowledge of the elements of music.
3. To acquire a positive attitude and a continuing interest in music.
4. To develop aesthetic sensitivity and make value judgments about a variety of musical styles.

The objectives are designed for grades six through twelve.

Beginning chorus is open to any student who has had limited or no choral experience and should be offered to any student in the middle, junior or senior high school.

Due to the complex nature of the young voice and varying rate of physical, intellectual, and vocal development, the need exists in the intermediate chorus to continue to build on the experiences of beginning chorus.

Because of the criteria for the beginning chorus and the expanded opportunities of the intermediate chorus and the development of the student, the advanced chorus should be a select group. This chorus should provide an in-depth musical experience which will challenge those students who have achieved a level of development commensurate with requirements of performance at the advanced level.

MUSIC
STANDARDS OF LEARNING
BEGINNING CHORAL

CB.1 **The student will sing with an acceptable tone quality and accurate intonation.**
Descriptive Statement: Emphasis is on a free and open tone sung in tune.

CB.2 **The student will sing with purity of vowels and clarity of consonants.**
Descriptive Statement: Attention will be placed on clear distinction between the vowel sounds ah, eh, ee, oh, oo, and initial and final consonants.

CB.3 **The student will read and write basic notation.**
Descriptive Statement: This involves singing simple pitch patterns by scale degree numbers or syllables as dictated by the teacher or read from staff notation. Rhythmic reading will involve combinations of whole, half, quarter, and even eighth notes. (𝅝 𝅗𝅥 ♩ ♫).

CB.4 **The student will write simple melodic and rhythmic patterns from dictation.**
Descriptive Statement: Patterns will be written using numbers, syllables, or traditional notation of half and quarter notes within the range of a perfect fifth. Dictation should be given at a moderate tempo.

CB.5 **The student will use appropriate posture and breathing techniques.**
Descriptive Statement: Emphasis is on sitting or standing with both feet flat on the floor, back straight, expanded rib cage, and weight equally distributed on both feet when standing.

CB.6 **The student will demonstrate interest in group achievement and willingness to contribute toward group goals.**
Descriptive Statement: This involves attentive and cooperative behavior and an enthusiastic involvement.

CB.7 **The student will sing music in unison and two or more parts.**
Descriptive Statement: Selections may include rounds, canons, descants, partner songs, and songs of homophonic texture.

CB.8 **The student will respond to clear and basic conducting gestures.**
Descriptive Statement: Conducting patterns should include $\frac{2}{4}$, $\frac{3}{4}$, and $\frac{4}{4}$.

CB.9 **The student will incorporate the expressive qualities of dynamics and tempo into personal and group singing.**
Descriptive Statement: Emphasis is on the distinction between loud/soft and fast/slow.

CB.10 **The student will perform and name similar and contrasting phrases.**
Descriptive Statement: This involves visual and aural study of musical examples.

CB.11 **The student will perform and name simple forms (AB, ABA) identified visually or aurally.**
Descriptive Statement: Simple forms will include two or three-part forms.

CB.12 **The student will perform selections representative of contrasting periods and styles.**
Descriptive Statement: The repertoire may include seasonal, folk, novelty, spirituals, patriotic, popular and traditional selections.

CB.13 **The student will critique teacher approved musical events which may include live performances, television, radio, and recordings.**
Descriptive Statement: Teacher guidelines for students' evaluations may include matters relating to two or more of the following: tone, diction, appearance, posture, choice of music.

MUSIC
STANDARDS OF LEARNING
INTERMEDIATE CHORAL

CI.1 **The student will sing with an acceptable tone quality and accurate intonation.**
Descriptive Statement: Continued emphasis is on a free, open, and rounded tone and in tune singing.

CI.2 **The student will sing with purity of vowels and clarity of consonants as they relate to legato singing.**
Descriptive Statement: The student will strive for a smooth and unbroken melodic line incorporating articulation of consonants and enunciation of vowels.

CI.3 **The student will read and sightsing notation of simple patterns.**
Descriptive Statement: Pitch relationships should include major, minor, and perfect intervals within one octave of major scales. Rhythms should be expanded to include dotted half, dotted quarter and simple syncopation. ( ).

CI.4 **The student will write simple melodic and rhythmic phrases from dictation.**
Descriptive Statement: Phrases will be written using traditional notation for whole, half, quarter, even eighth notes and quarter rests within the range of an octave. ( ).

CI.5 **The student will demonstrate expected rehearsal decorum and appropriate attitude.**
Descriptive Statement: This involves continual growth in attentive and cooperative behavior and an enthusiastic involvement.

CI.6 **The student will use appropriate posture and breathing techniques.**
Descriptive Statement: Continued attention is given to proper posture with fewer reminders. Emphasis is directed toward freedom from tension in the shoulder, neck, and jaw.

CI.7 **The student will respond to conducting gestures and expressive signals.**
Descriptive Statement: Conducting patterns should be expanded to include changing meters.

CI.8 **The student will use expressive qualities of dynamics, tempo, blend, and balance in group performance.**
Descriptive Statement: Attention will be given to the varying degrees of dynamics (pp, p, mp, f, ff) and tempo (adagio, andante, moderato, and allegro). Stress will be placed on student awareness of blend and balance within and among sections of the ensemble.

CI.9 **The student will sing music containing three or more parts.**
Descriptive Statement: This should include a variety of music such as madrigals, chorales, art songs, folk and pop selections.

CI.10 **The student will identify monophonic, homophonic, and polyphonic textures.**
Descriptive Statement: This may involve performance of or listening to music consisting of a single melodic line, one with an emphasis on chordal construction, and one with several melodic lines moving independently.

CI.11 **The student will define signs, symbols, and basic musical terms found in the music being studied.**

CI.12 **The student will identify simple structural forms.**
Descriptive Statement: Emphasis will be placed on the study of phrases, sections, and two and three part forms.

CI.13 **The student will perform selections representative of contrasting periods and styles.**
Descriptive Statement: Repertoire should include examples from at least three Historical periods.

CI.14 **The student will demonstrate improvisational skills according to parameters set forth by the teacher.**
Descriptive Statement: Opportunities will be provided for the student to experiment with conventional and non-conventional musical means.

CI.15 **The student will critique teacher-approved performances.**
Descriptive Statement: Teacher guidelines for students' evaluations may include matters relating to tone, blend, balance of parts, intonation, etc.

CI.16 **The student will demonstrate an awareness of career and avocational opportunities in music.**
Descriptive Statement: Information from many sources should be made available to the students.

MUSIC
STANDARDS OF LEARNING
ADVANCED CHORAL

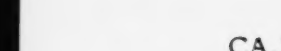
CA.1 **The student will demonstrate a command of vocal production and intonation appropriate for the level of music being studied.**
Descriptive Statement: Continued emphasis is on the free, natural, and well-focused tone appropriate to the music and commensurate with the ability of the student.

CA.2 **The student will sing with purity of vowels and clarity of consonants appropriate to interpretive markings and musical styles.**
Descriptive Statement: Attention will be given to markings such as marcato, staccato, tenuto, tempi, and dynamics.

CA.3 **The student will sing in a manner reflecting expressive qualities of music.**
Descriptive Statement: This requires an ability to incorporate mood, character, tempo, dynamics, and tone color into performance.

CA.4 **The student will demonstrate appropriate posture and breathing techniques.**
Descriptive Statement: Focus is place on increased ability to breathe efficiently while standing, sitting, or moving thereby enabling the student to sing longer phrases and to maintain tone quality.

CA.5 **The student will sightsing in a variety of keys and meters.**
Descriptive Statement: This involves major keys of up to two sharps or flats using meters of 2, 3, or 4 quarter note beats. Intervals will be expanded to include chromatic half steps and enharmonic tones. (Keys D, G, C, F, Bb) ($\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$).

CA.6 **The student will write the pitch and rhythmic notation of melodies of two or more phrases.**
Descriptive Statement: Rhythms should be expanded to include dotted half, dotted quarter, half and eighth rests, and simple syncopation. Dictation should include pitches from both bass and trebel vocal ranges. ().

CA.7 **The student will sing music containing four or more parts.**
Descriptive Statement: This necessitates independent, accurate performance of one part while hearing three or more other parts.

CA.8 **The student will respond to complex conducting patterns and interpretive gestures.**
Descriptive Statement: Complex patterns include singing asymetrical meters and less common rhythmic patterns (triplets vs. duplets).

CA.9 **The student will name various compositional devices encountered in the music being studied.**
Descriptive Statement: This pertains to such devices as imitation, sequence, rhythmic diminution, rhythmic augmentation, and inversion.

CA.10 **The student will perform selections of all major periods.**
Descriptive Statement: Major periods include Renaissance, Baroque, Classic, Romantic, and Contemporary. Selections should include accompanied and unaccompanied works.

CA.11 **The student will make informed choices concerning music from varied cultural and ethnic origins.**
Descriptive Statement: Classroom experiences will focus on the student developing ability to form and express value judgments.

CA.12 **The student will use a musician's vocabulary.**
Descriptive Statement: This requires accurate knowledge of terminology appropriate to a given composition.

CA.13 **The student will critique a variety of vocal music performances.**
Descriptive Statement: Teacher guidelines for students' evaluations may include matters relating to tone, blend, balance, intonation, responsiveness of singers to the conductor, accompaniment, program sequence, etc.

CA.14 **The student will demonstrate knowledge of form and structure in a given choral score.**
Descriptive Statement: This requires score study, and aural analysis.

CA.15 **The student will explore and discuss career and avocational opportunities in music.**
Descriptive Statement: Information from many sources should be made available to the students.

MUSIC
STANDARDS OF LEARNING
INSTRUMENTAL

OPENING STATEMENT

The study of a musical instrument in a public school instrumental program can significantly contribute to the holistic development of a student. Valuable qualities such as loyalty, dedication, commitment, and self-discipline, as well as emotional maturation, self-expression, and aesthetic perception (appreciation of music as an art) are among the life-long benefits to be derived by the student. One of the more practical benefits includes an awareness of career and avocational opportunities. The objectives contained in the Instrumental Standards generate these results as a direct or indirect product of the instrumental experience.

	School Grade Level	Performance Level of Music (as appears in the Virginia Band and Orchestra Director's Manual)
Beginning (two or more years)	4-7	Grade I and II
Intermediate (two or more years)	6-9	Grades III and IV
Advanced	8-12	Grades V and VI

The grade of music and suggested level of student performance does not necessarily correspond to grade in school. Often there will be a significant amount of overlapping.

Each of the three levels are addressed using objectives followed by descriptive statements. Most objectives are sequentially correlated by levels and will be reinforced throughout the instrumental program. Also, many objectives cannot be isolated in a student's performance, but must be integrated in a manner indicative of total musicianship.

Total musicianship includes exposure to theoretical, aesthetic, and historical aspects of music, as well as large group performance, chamber ensembles, solo experience, and marching band.

Descriptive statements are meant to provide direction and clarification rather than total explanation. Moreover, these objectives and their respective descriptive statements should not be interpreted as a curriculum guide, but serve as a model to which each instrumental program should be directed.

MUSIC
STANDARDS OF LEARNING
BEGINNING LEVEL INSTRUMENTAL
(Two or More Years)

IB.1 **The student will choose an appropriate instrument.**
Descriptive Statement: Guidance should be provided to the student and parents in selecting an instrument which is physically appropriate and which offers opportunity for success.

IB.2 **The student will identify by name the basic parts of the instrument and demonstrate proper care.**
Descriptive Statement: This knowledge will enable the student to follow instructions such as bow placement or tuning adjustment, and maintain the instrument in proper playing condition.

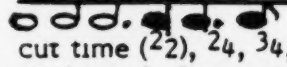
IB.3 **The student will demonstrate proper playing position.**
Descriptive Statement: This position should include the aspects of posture, hand and arm position, and the position of the instrument in relation to the body.

IB.4 **The student will produce a tone of acceptable quality that is indicative of proper tone producing techniques.**
Descriptive Statement: This includes for winds: embouchure, diaphragmatic breathing, breath support, and air flow; for strings: bow direction, speed, pressure/weight and contact point of the bow; for percussion: grip, stick and mallet height, force of impact, and rebound. Execution of the above should be without excessive tension or strain.

IB.5 **The student will demonstrate basic articulations.**
Descriptive Statement: Basic articulations for strings include detache, martele, pizzicato, and slurring. For winds, the emphasis should be on attacks, releases, and slurring.

IB.6 **The student will identify by letter name and by fingering or position the notes contained in study material.**
Descriptive Statement: Both letter name and fingering (positions) are essential in the learning process.

IB.7 **The student will identify and define basic musical terms and symbols encountered in study material.**
Descriptive Statement: Terms and symbols found in beginning materials will include time signatures, key signatures, accidentals (sharps, flats, and naturals), dynamic markings, fermata, repeat signs, and articulation marks.

IB.8 **The student will perform rhythmic patterns in basic meters at various speeds.**
Descriptive Statement: Patterns should include note values of  and corresponding rests in meters of cut time ($\frac{2}{2}$), $\frac{2}{4}$, $\frac{3}{4}$, $\frac{4}{4}$, and $\frac{6}{8}$ at moderately slow, moderate and moderately fast speeds.

IB.9 **The student will play the major scales of four common key signatures.**
Descriptive Statement: Suggested keys are C, G, D, and F for strings and the concert keys of F, Bb, Eb, and Ab for winds.

IB.10 **Percussion students will play basic drumming patterns (rudiments).**
Descriptive Statement: Rudiments should be played open-closed-open. These should include long roll, five and nine stroke rolls, flam, ruff (half drag), and single paradiddle.

IB.11 **Wind instrument students will play a chromatic scale ascending and descending—one or more octaves.**
Descriptive Statement: Consideration should be given to the student's practical range.

IB.12 **The student will employ use of dynamics in performance.**
Descriptive Statement: Dynamics should include piano, mezzo forte, forte, crescendo, and decrescendo.

IB.13 **The student will demonstrate knowledge of the basic principles of tuning.**
Descriptive Statement: Tuning involves pitch discrimination and requires the ability to distinguish when a pitch is high or low with reference to a given standard. Each student should describe the tuning adjustments characteristic of the instrument played.

IB.14 **The student will perform an assigned part in ensemble playing.**
Descriptive Statement: This implies correctly playing the notes written for one instrument in coordination with other students playing like or unlike instruments or parts.

IB.15 **The student will show by performance a basic understanding of phrase structure.**
Descriptive Statement: Emphasis is on rise and fall of the melody line, stress of important notes (agogic accent), and breath or pause points (phrase endings).

IB.16 **The student will sight read a simple musical line.**
Descriptive Statement: Music should be equivalent in difficulty to Grade I material as found in the Virginia list of graded music for festival use.

IB.17 **The student will develop an awareness of musical styles.**
Descriptive Statement: Suggested styles include folk, Classical, jazz, Baroque, and Contemporary.

IB.18 **The student will express value judgments about the music being studied.**
Descriptive Statement: The focus is on the expression of the student's opinion incorporating musical terms and ideas.

IB.19 **The student will demonstrate a positive attitude toward music and self-development.**
Descriptive Statement: Evidence of a good attitude includes regular attendance with music and instrument, completion of assignments, practice, attention and active participation in class, persistence in overcoming musical problems and a willingness to participate in extra-school music activities.

MUSIC
STANDARDS OF LEARNING
INTERMEDIATE LEVEL INSTRUMENTAL
(Two or More Years)

II.1 **The student will demonstrate the proper playing position, taking into consideration growth and motor ability.**
Descriptive Statement: Attention will be given to posture, standing or sitting, hand and arm positions, embouchure and angle of the instrument to the body.

II.2 **The student will produce a controlled tone quality in various dynamic levels.**
Descriptive Statement: Emphasis should be on the centering and fullness of the tone quality through the dynamic range of f (forte) to p (piano).

II.3 **The student will demonstrate a variety of articulations.**
Descriptive Statement: Attention should be given to techniques of attacks, releases, and bowings. Articulations may include marcato, legato, staccato, and slurs.

II.4 **The student will observe musical terms and apply them to performance.**
Descriptive Statement: Emphasis is on reading from the student's part, and applying to performance, terms, and symbols which indicate expressive qualities.

II.5 **The student will perform music involving tempo changes and a variety of meters and rhythmic patterns.**
Descriptive Statement: Music played will incorporate the following terms and symbols: ritardando and accelerando, compound time, and note/rest values from the whole through the sixteenth.

II.6 **The student will play the major scales of eight key signatures and will apply concepts of key signatures to performance..**
Descriptive Statement: Scales should be played in a variety of articulations and speeds. Correlation should be made between scale, key, and practical usage in performance.

II.7 **Percussion students will play 13 drumming patterns (rudiments).**
Descriptive Statement: A minimum speed should be set for satisfactory performance of rudiments. The student should play rudiments open and closed.

II.8 **The student will play a selected chromatic scale ascending and descending.**
Descriptive Statement: The scale should be played at a moderate tempo, two octaves where possible, using various articulations. Strings may substitute minor scales for the chromatic scale.

II.9 **The student will apply principals of intonation to musical performance.**
Descriptive Statement: Individual instrument tuning adjustment and both unison and chord tuning of the ensemble should be emphasized.

II.10 **The student will perform a variety of music literature.**
Descriptive Statement: Music from the four major periods should be part of the student's repertoire.

II.11 **The student will incorporate expressive elements of phrasing and style in individual and group performance.**
Descriptive Statement: Emphasis will be placed on performance practices such as dynamics, musical phrasing, articulation, and embellishments that vary according to style or historical period of music.

II.12 **The student will sightread as part of ensemble experiences.**
Descriptive Statement: As a member of the group, the student should play through the chosen work from beginning to end after some prior explanation given by the director.

II.13 **The student will demonstrate expanded technical proficiency.**
Descriptive Statement: Use of alternate fingerings, trills, other embellishments, and various techniques idiomatic to the instrument are essential. Multiple percussion may be introduced at this level.

II.14 **The student will discuss various interpretations of the music being studied.**
Descriptive Statement: The emphasis is on involving students in interpretive decisions regarding music being rehearsed. Contrasting interpretations may be suggested by the teacher, the student, or drawn from concerts and recordings.

II.15 **The student will demonstrate a positive attitude toward music, self-development, and group cooperation.**
Descriptive Statement: Emphasis will be placed on self-discipline as it applies to performance and the operation of a successful music organization.

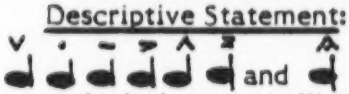
II.16 **The student will identify career and avocational options in music.**
Descriptive Statement: Information on careers and avocations should be readily available through cooperative efforts of the music teacher and guidance counselor, and local musicians.

MUSIC
STANDARDS OF LEARNING
ADVANCED LEVEL INSTRUMENTAL
(Two or More Years)

IA.1 **The student will demonstrate proper playing positions necessary to perform a variety of music.**
Descriptive Statement: Various sitting and standing positions should be included for concert, solo, jazz, and marching band performance.

IA.2 **The student will develop precision in movement skills (marching band).**
Descriptive Statement: Marching band is a unique art form - a synthesis of music, movement, and graphic design. Movement skills are introduced and perfected at this level.

IA.3 **The student will produce a controlled tone quality throughout the range of the instrument to allow fluent performance.**
Descriptive Statement: The standard for this objective will be based on the commonly accepted ranges as found in the "All Virginia Band and Orchestra Audition Requirements" or in current books on band and orchestra arranging.

IA.4 **The student will demonstrate a variety of articulations at various speeds.**
Descriptive Statement: Tongue, embouchure, and breath control of  are included, as well as string bowings, slurs, jazz articulations, embellishments, and percussion sticking.

IA.5 **The student will perform complex meters and rhythmic patterns.**
Descriptive Statement: Mixed meters, changing meters, asymetrical patterns, free rhythm, and non-traditional notation, as well as all note and rest values from the breve to the thirty-second note could be included.

IA.6 **The student will play all major scales and chromatic scales within the practical range of the instrument.**
Descriptive Statement: The chromatic scale should be started on various pitches. Alternate fingerings in varied rhythmic groupings are necessary. Strings should perform all minor scales in melodic form in at least two octaves.

IA.7 **Percussion students will play 26 drumming patterns (rudiments).**
Descriptive Statement: The student should play rudiments open and closed and should apply these techniques in performing a variety of musical styles.

IA.8 **The student will identify key signatures and apply them to the music being performed.**
Descriptive Statement: Recognition of any key found in the study material should be swift and accurate.

IA.9 **The student will play with accurate melodic and harmonic intonation.**
Descriptive Statement: The emphasis is on a sense of tonality and harmonic function such as scale degree and chord member.

IA.10 **The student will experience music literature of various styles, composers, and compositional techniques.**
Descriptive Statement: Exposure may be gained through study, rehearsal, sight reading, and directed listening.

IA.11 **The student will interpret music in a manner consistent with historical perspective and style.**
Descriptive Statement: Interpretive techniques involve manipulation of tone quality, dynamics, phrasing, articulation, tempo, and rhythm.

IA.12 **The student will demonstrate sight reading skills in moderately advanced rhythmic structures and keys.**
Descriptive Statement: Emphasis is on the simultaneous application of reading and performance skills, but does not imply a polished performance.

IA.13 **The student will exhibit advanced technical facility and precision.**

IA.14 **The student will contribute to a sense of ensemble within the performing group.**
Descriptive Statement: Emphasis should be placed on balance within the section and between sections as well as the matching and blending of individual sounds.

IA.15 **The student will discuss solutions of musical problems encountered in rehearsal.**
Descriptive Statement: Emphasis is on identifying musical problems as being inherent in the music or resulting from the student's skill deficiencies.

IA.16 **The student will demonstrate a positive attitude toward music, self-discipline, group cooperation, and leadership.**
Descriptive Statement: Emphasis is on a willingness to explore a variety of musical forms and styles, recognition of authority and assumption of leadership roles when applicable.

IA.17 **The student will explore career and avocational opportunities in music and other performing arts.**
Descriptive Statement: Inherent in the field of music is a variety of occupational opportunities. Resource persons and field trips, as well as research and classroom study, may provide guidance and information to clarify the continuing role of music in the student's life.